

3rd Grade Weekly Lesson Plans

Date 2/22 - 2/26	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20 Breakfast/ Bell Ringer	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things	Breakfast Morning Announcement Health Screening Good Things
8:20-8:50 Word Study	<p>5-Minute Drill-Step 3: Read the Words (pg. 28-29 in book all week- see pacing guide)</p> <p>Rule of the Day: In initial or medial position, /ou/ is spelled ou (ouch loud)</p> <p>Consonant Sound/Spelling: /m/ = m, mm, mb (mad, swimming, thumb)</p>	<p>5-Minute Drill-Step 3: Read the Words (pg. 28-29 in book all week- see pacing guide)</p> <p>Rule of the Day: In final position, /ou/ is spelled ow (cow, plow)</p> <p>Consonant Sound/Spelling: /n/ = n, nn, kn, gn (nut, running, knock, sign)</p>	<p>5-Minute Drill-Step 3: Read the Words (pg. 28-29 in book all week- see pacing guide)</p> <p>Consonant Sound/Spelling: /ng/ = ng, n (sing, pink)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Pre- = before, earlier</p>	<p>5-Minute Drill-Step 3: Read the Words (pg. 28-29 in book all week- see pacing guide)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Pre- = before, earlier Post- = after, behind, following, or mail that is delivered</p>	<p>5-Minute Drill-Step 3: Read the Words (pg. 28-29 in book all week- see pacing guide)</p> <p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Pre- = before, earlier Post- = after, behind, following</p>

	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Pre- = before, earlier Post- = after, behind, following, or mail that is delivered</p> <p><u>Decoding</u> I do: prefix</p> <p>We do: prepay</p> <p>You do: prepack</p> <p><u>Encoding</u> I do: preheat</p> <p>We do: prejudge</p> <p>You do: prevent</p> <p><u>Writing Sentences:</u> "Do you <u>prefer</u> strawberry or chocolate?" asked the waiter.</p>	<p>RF2.3d Decode words with common prefixes and suffixes</p> <p>Prefix Pre- = before, earlier Post- = after, behind, following, or mail that is delivered</p> <p><u>Decoding</u> I do: postelection</p> <p>We do: postpone</p> <p>You do: postgame</p> <p><u>Encoding</u> I do: postmark</p> <p>We do: postbox</p> <p>You do: postoffice</p> <p><u>Writing Sentences:</u> My brother, Jay, sent me a <u>postcard</u> from St. Louis.</p>	<p>Post- = after, behind, following, or mail that is delivered</p> <p><u>Decoding</u> I do: prewashed</p> <p>We do: post-op</p> <p>You do: predict</p> <p><u>Encoding</u> I do: postdated</p> <p>We do: prepackaged</p> <p>You do: postpaid</p> <p><u>Writing Sentences:</u> The <u>posttest</u> was easier for me than the <u>pretest</u>.</p>	<p>Practice/ Review</p> <p>Spelling City</p> <p>Review worksheet</p>	<p>Assessment</p>
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8:50-9:40
Reading
Workshop

Standard:
RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Learning Target:
Students will be able to use a timeline to describe a relationship between a series of events.

READING ASSESSMENT
Abraham Lincoln

POST CFA
Henry Ford

Standard:
RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Learning Target:
Students will be able to describe how historical events, scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.

Mini-Lesson:
TTW introduce cause and effect. The "cause" is why something happened, the "effect" is what happened as a result. The teacher will introduce the posters for cause and effect to the students. The teacher will also introduce clue words that are often found with cause/effect. (poster) The teacher will give the students

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Read Aloud:
"Wilma Rudolph"
Passage
Mini-Lesson
TTW will review cause and effect. The teacher will read the passage "Wilma Rudolph" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.

Standard:
RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Learning Target:
Students will be able to describe how historical events, scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.

Read Aloud:
"Pocahontas"
Passage
Mini-Lesson
TTW will review cause and effect. The teacher will read the passage "Pocahontas" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.

Standard:
RI.3.3-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Learning Target:
Students will be able to describe how historical events, scientific ideas or concepts, or steps in technical procedures in a text are connected using cause and effect.

Read Aloud:
"Monarch Butterflies" Passage
Mini-Lesson:
The teacher will read the passage "Monarch Butterflies" aloud. TTW discuss examples of cause and effect found in the passage and highlight them in 2 different colors.

		<p>some examples of cause and effect using pictures under the document camera.</p> <p>Guided Practice: The teacher will ask the students to help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p>Independent Practice: Students will work with partners to complete cause and effect puzzles matching the cause to the effect.</p>	<p>Guided Practice: Students will help the teacher answer cause and effect questions about the passage and help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p>Independent Practice: Students will use task cards to find the cause and effect and record.</p>	<p>Guided Practice: Students will help the teacher answer cause and effect questions about the passage and help complete a cause and effect graphic organizer matching the cause/effect relationships. TTW write the missing cause or effect next to the missing event.</p> <p>Independent Practice: Students will use task cards to find the cause and effect and record.</p>	<p>Guided Practice: Students will help the teacher answer cause and effect questions about the passage "Monarch Butterflies"</p> <p>Independent Practice: Students will complete a cause and effect worksheet matching the effect to the cause (grade) "Spilled Crayons"</p>
9:40-10:10 Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention
10:20-11:05 Writing Workshop/ Grammar	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	<u>Standard:</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique,

<p style="text-align: center;">Informational Writing</p>	<p>sequences, <u>Materials:</u> Informational texts with table of contents Writing paper <u>Mini-lesson:</u> TTW explain that when writers revise they think about how they can add more details by studying mentor texts and how authors teach about subtopics. TTW read a portion of a nonfiction text. TTW model writing the introduction. <u>Guided Practice:</u> Students will discuss with their partners ways they can elaborate their writing. <u>Independent Practice:</u> Students will revise their introduction. <u>Grammar</u> Daily Grammar Review</p>	<p>clear event sequences. Writing paper <u>Mini-lesson:</u> TTW model rereading the writing piece identifying areas that need extra work or editing. The teacher will demonstrate editing the writing piece for both minor and major changes if needed. <u>Guided Practice:</u> Students will read their informational writing piece to their partner. Partners will help each other with deciding on minor changes. <u>Independent Practice:</u> The students will revise their informational writing piece by adding details. <u>Grammar</u> Daily Grammar Review</p>	<p>and clear event sequences, <u>Materials:</u> Informational texts Writing paper <u>Mini-lesson:</u> TTW explain that when writers revise they think about how they can add more details by studying mentor texts and how authors teach about subtopics. TTW read a portion of a nonfiction text. TTW remind students of the subtopic paragraph with the main idea and details. <u>Guided Practice:</u> Students will discuss with their partners ways they can elaborate their writing. <u>Independent Practice:</u> Students will finish their revisions. <u>Grammar</u> Daily Grammar Review</p>	<p>and clear event sequences, <u>Materials:</u> Informational texts Writing paper Student book <u>Mini-lesson:</u> TTW demonstrate to the students the layout of the book format with the table of contents, introduction, informational paragraphs and conclusion. Show where the illustrations should be located. TTW model transferring information into the book form correctly. <u>Guided Practice:</u> Students will discuss what makes this book layout better/ worse? <u>Independent Practice:</u> The students will write their final drafts in book form. <u>Grammar:</u> Daily Grammar Review</p>	<p>descriptive details, and clear event sequences, <u>Materials:</u> Student books The students will share their published book. Writing Lab <u>Grammar:</u> Daily Grammar Review (Grade)</p>
<p style="text-align: center;">11:05-11:45 Special Class</p>		<p style="text-align: center;">PLC</p>		<p style="text-align: center;">Team Meeting</p>	

<p>11:50-12:30 Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>	<p>Lunch/ Recess</p>
<p>12:30-1:45 Number Talks Math Learning Target</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>	<p>Number Talks:</p>
<p><u>Standard</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u> I can find the area of a rectangle with whole-number side lengths by tiling it. <u>Target:</u> Tile to find the area of a rectangle. <u>Launch</u> Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction Students will share their thinking. Teacher will make the connection with</p>	<p><u>Standard</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u> I can tile to find the area of a rectangle with whole-number side lengths by tiling it. <u>Target:</u> Tile to find the area of a rectangle. <u>Launch</u> <u>Complete problem 2 from worksheet</u> Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction Students will share their thinking.</p>	<p><u>Standard:</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u> I can find the area of a rectangle with whole-number side lengths by tiling it. <u>Target:</u> Tile to find the area of a rectangle. <u>Launch</u> <u>Complete problem 2 from worksheet</u> Allow 5 mins of struggle time so you can form your groups. <u>Explore</u> - Small group instruction</p>	<p><u>Standard</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u> I can explain the relationship between tiling and multiplying side lengths to find the area of rectangles. <u>Target:</u> Explain the relationship between tiling and multiplying to find the area of rectangles. <u>Launch</u> <u>Complete problems a-d from worksheet</u> <u>Eureka Math Lesson 5 Problem Set Question 1</u></p>	<p><u>Standard:</u> 3.MD.7- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side-lengths. <u>Student-Friendly Objective:</u> I can solve area word problems by multiplying. <u>Target:</u> Solve area word problems by multiplying. <u>Launch</u> Lindsey makes a rectangle with 35 square inch tiles. She arranges the tiles in 5 equal rows. What are the side lengths of the rectangle? Use words, pictures, and</p>	

	<p>students' thinking. Teacher will model the following word problems.</p> <p><u>Independent Practice</u></p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 3-6 from worksheet</p> <p><u>Independent Practice</u></p> <p>Complete 7-10 from worksheet</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Students will finish independent practice and turn in.</p>	<p>Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p>Complete problems 3-6 from worksheet</p> <p><u>Independent Practice</u></p> <p>Complete problems 7-10 from worksheet</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following expressions.</p> <p><i>Complete problems b-c from worksheet</i></p> <p><u>Independent Practice</u></p> <p>Complete e-f from worksheet</p> <p>Summarize – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>	<p>numbers to support your answer.</p> <p>Allow 5 mins of struggle time so you can form your groups.</p> <p>Explore - Small group instruction Students will share their thinking. Teacher will make the connection with students' thinking. Teacher will model the following word problems.</p> <p><i>Mark has a total of 24 square inch tiles. He uses 18 square inch tiles to build one rectangular array. He uses the remaining square inch tiles to build a second rectangular array. Draw two arrays that Mark might have made. Then, write multiplication sentences for each.</i></p>
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					<p><u>Independent Practice</u></p> <p><u>Summarize</u> – Allow a student to share his/her thinking for the launch problem. Students finish their independent practice and turn it in.</p>
<p>1:45-2:15 Handwriting/ Science/ Social Studies</p>	<p>Handwriting: <u>Standard:</u> L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.</p> <p>Uppercase Letters, writing phrases and sentences</p>	<p>Lonnie Johnson- SuperSoaker</p> <p><i>Whoosh!</i> Read-Aloud https://www.youtube.com/watch?v=zL99Ky6fjas</p> <p>Cause/Effect activity</p> <p>Social Studies: Black History Month- African American Inventors, 1900-1950</p> <p><u>Standard:</u> H.12.3.4 Analyze individuals, groups, and events to understand why</p>	<p>Katherine Johnson- Space Scientist</p> <p><i>Counting on Katherine Johnson</i> Read-Aloud https://www.youtube.com/watch?v=MZekF8_yg5o</p> <p>Comprehension questions, letter and math activity</p> <p>Social Studies: Black History Month- African American Inventors, 1900-1950</p> <p><u>Standard:</u></p>	<p>Patricia Bath-Scientist</p> <p><i>The Doctor with an Eye for Eyes</i> Read-Aloud https://www.youtube.com/watch?v=0Eljn0gQI-s</p> <p>Comprehension questions, activity sheet</p> <p>Social Studies: Black History Month- African American Inventors, 1900-1950</p> <p><u>Standard:</u></p>	<p>Running Records</p> <p>Social Studies Assessment</p>

		<p>their contributions are important to historical change and/or continuity</p> <p><u>Student-Friendly Objective:</u> Students will learn about Lyda D. Newman and her accomplishments.</p> <p><u>Materials:</u></p> <p>-Video: Who Invented the Modern Hairbrush? https://www.youtube.com/watch?v=_iS5ZGRzOP8</p> <p>-Fact Sheet / Mini Quiz</p> <p><u>Mini-Lesson:</u></p> <p>- Teacher will remind students that February is Black History Month, and we will be celebrating many black inventors, learning about their contributions to our society.</p>	<p>H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p><u>Student-Friendly Objective:</u> Students will learn about Madam C.J. Walker and her accomplishments.</p> <p><u>Materials:</u></p> <p>-Video: Madam C.J. Walker https://www.youtube.com/watch?v=L0j-L2Z-Nxk</p> <p>-Passage / Comprehension Questions</p> <p><u>Mini-Lesson:</u></p> <p>- Teacher will remind students that</p>	<p>H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p><u>Student-Friendly Objective:</u> Students will learn about Garrett Morgan and his accomplishments.</p> <p><u>Materials:</u></p> <p>-Video: Garrett Morgan https://www.youtube.com/watch?v=iDwAulTzENQ</p> <p>-Mini Books</p> <p><u>Mini-Lesson:</u></p> <p>- Teacher will remind students that February is Black History Month, and we will be celebrating</p>	
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		<p>-Show Video: Who Invented the Hairbrush?</p> <p><u>Guided Practice:</u></p> <p>Students will work together to research from fact sheet and answer quiz questions</p> <p><u>Independent Practice:</u></p> <p>Students will independently complete the last question, "Write one thing you learned about Lyda Newman."</p>	<p>February is Black History Month, and we will be celebrating many black inventors, learning about their contributions to our society.</p> <p>-Show Video: Madam C.J. Walker</p> <p><u>Guided Practice:</u></p> <p>Teacher and students will read passage, underlining important details.</p> <p><u>Independent Practice:</u></p> <p>Students will independently complete the questions, practicing locating information from the text. They will turn this in for a classwork grade.</p>	<p>many black inventors, learning about their contributions to our society.</p> <p>-Show Video: Garrett Morgan</p> <p><u>Guided Practice:</u></p> <p>Teacher and students will read booklets together.</p> <p><u>Independent Practice:</u></p> <p>Students will independently complete the last page of the booklet.</p>	

<p>2:15-2:35 Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>	<p>Teacher Monitored Recess</p>
<p>2:35-2:45 Prepare for Dismissal</p>					
<p>2:45- Dismiss Walkers 2:50-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					